

5-2019

A Life Skill Workshop for Youth on Probation

Gabriela Ayala
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Ayala, Gabriela, "A Life Skill Workshop for Youth on Probation" (2019). *Capstone Projects and Master's Theses*. 478.

https://digitalcommons.csumb.edu/caps_thes_all/478

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

A Life Skill Workshop for Youth on Probation

Gabriela Ayala

Youth Alliance/ Eliana Delgadillo

Collaborative Health and Human Services

Department of Health Human Services and Public Policy

California State University of Monterey Bay

May 17, 2019

Abstract

The primary focus of Youth Alliance is to engage the community to provide youth who are on probation, with the skills to become productive self-sufficient adults. Juvenile delinquency has been growing in our own cities without people noticing that is becoming a concern to the communities. According to Bureau of Justice Statistics, San Benito County last update was in 2014 it showed that under the age of 18 that 36 youth have been arrested compared to 2013 that it was 27. Teaching evidence-based life skills lessons in workshops for youth who are at-risk will reduce recidivism by 40%. Youth will be able to make positive decisions when being positioned in tough situations by reflecting. Communities uniting together on being more engage with youth who are at-risk to support and guide them through the right path for success.

Keywords: youth, juvenile, delinquency, at-risk, life skills

A Life Skill Workshop for Youth on Probation

Agency Description

The Youth Alliance (YA) is a nonprofit that provides services in Hollister, Gilroy, and Morgan Hill, California. Youth Alliance strives to create “thriving and equitable communities through comprehensive, innovative and culturally relevant services” that equip youth and families to become change agents in their own lives and in their community (Youth Alliance, 2014, para.1). The services provided by the agency: after school programs that offer safe spaces where youth and children can engage with other students without them feeling like an outsider. Providing healing through counseling, family support and guidance to transform lives. The population that benefit from the services provided are the economically disadvantaged that is about 81% of our participants (Youth Alliance, 2014, para.5). The participants come from diverse backgrounds from Latino, Hispanic, African American, to White. About 13,000 children, youth and families served every year (Youth Alliance, 2014, para.5). Anyone can apply for the services that are at no-cost if meeting the criteria for the program applying for.

The mission of Youth Alliance is “to provide innovative and culturally relevant services that strengthen and enrich youth, families and the community” (Youth Alliance, 2014, para.3). The agency is constantly creating different family events that are at no cost for the community. YA want families to come together and participate in activities to be able to create a relationship with their own family members, but as well with people who are in the community providing services to them.

The vision of Youth Alliance is “to empower youth as leaders who contribute to the social and economic betterment of their community” (Youth Alliance, 2014, para.3). The organization provides resources to the youth to be able to connect to pathways of an opportunity,

as well as developing leadership skills to be able to bring to the community. One of the organization goals is to provide support to the youth who are the future of the community. Being able to break the intergenerational cycles of disadvantage that occur for generations. Another goal to help to dismantle the school-to-prison pipeline that excludes children from education and referring them to the juvenile and criminal justice system.

Project Description

Developing an evidence-based life skills lessons for educational training. Focusing on the Guidance and Navigation to Achieve Success (GANAS) program which works directly with the youth who are currently on probation. Students who enter the juvenile justice system face many barriers when it comes to the pipeline from school to jail (ACLU, 2018, para.1). Students who are in the system have a difficult time learning skills that will help them to graduate from high school. In this case, it is mandatory for the youth to attend the GANAS group. Also, the GANAS program is an all-boys group. Creating a program manual for the GANAS group that meets once a week for an hour (see Appendix B). The program manual would be created for the first time for the GANAS group. Information will be provided on what the youth needs to be learning while attending group. The program manual would include 25 weeks of different learning activities that it will help them to develop skills that they can apply when being put in a tough situation. For example, when someone is pushing them to fight to be able to control themselves and not engage.

Project Justification

The primary purpose of this capstone project is to provide knowledge and skills to the youth who are currently on probation (see Table 1. A Life Skill Workshop Assessment Plan). Having the ability to increase knowledge and skills, youth are able help themselves and friends

make healthy choices in a positive atmosphere that will benefit them in the future (Youth voices in prevention, n.d., para.2). By providing 25 weeks of different evidence-based life skills lessons and activities, the participants are learning and having fun. Using the life skills lessons is proven to reduce alcohol, tobacco, drug abuse, and violence, while supporting the social and emotional development of the youth (Botvin Life Skills Training, n.d., para.1). Participation of youth with their usual daily activities began to decrease as learning new life skills that are adapted to their lifestyle. According to Botvin Life Skills, schools and communities that use life skills curriculums can cut drug use rates by 75 % (n.d., para.1). Children are starting to be taught at a young age life skill, but teenagers didn't get the chance to learn. By providing life skills workshops to the youth it would help decrease at-risk youth.

Another, purpose is to reduce recidivism when it comes to youth. According to Kids data, San Benito County last update was in 2015 it showed that under the age of 18 that 8.2% youth have been recidivism compared to 2014 that was 6.7% (2019, para.1). Evidence is showing that youth are going back into juvenile hall more often than needed. Something must have happened between that year difference for the numbers to jump high and it should instantly be a red flag to the community about the youth. Evidence have shown that teaching evidence-based life skills lessons in workshops for youth who are at-risk will reduce recidivism by 40%. Evidence have shown positive effects when running a successful group (Botvin Life Skills Training, n.d., para.1). To reduce the amount of times that the boys get recidivism while being on probation, the GANAS program needs to provide learning skills that can get them to think about the consequences. Learning to be held accountable for the actions when making decisions that can backfire. The YA wants to empower all the youth in our communities, but especially when it comes to youth at-risk or who are in juvenile justice system. Performing lots of outreach by

sharing tons of information of different workshops youth can attend to be able to expand their learning outcomes.

YA expectations is to accomplish the youth staying out of juvenile hall and being on the track to graduate from high school. The GANAS program needs to set up an agenda that they can provide to probation. All the boys that go through probation are referred to the GANAS program. Probation officers are constantly asking for the agenda of the next three months on what the boys' group (GANAS) will be doing. YA have been struggling to get the agenda together. The way that GANAS group is functioning is on a day basis and no structure is set. The day of group the instructor will come up with a quick lecture, but the problem is that probation officers want to see the entire list of three months' work for the group.

The YA team will help improve the lack of participation of the boys during group. The participants will be learning new skills every week and will be aware of the topics that are going to be discussed in the next couple of weeks. To keep the boys out of the dark and know what is going on with the group. Giving the participants trust that they don't receive from their Probation Officers. Informing the boys that YA cares for them and is willing to communicate all the activities that are planned for the next couple of weeks. If a participant wants to learn a particular topic; the facilitator will create a lesson plan that can be implemented as a learning experience while being fun at the same time to keep them engage.

Table 1. A Life Skill Workshop Assessment Plan

Project Type	Developing a training or education intervention
Purpose of Project	Increase knowledge
Implementation methods	Develop and deliver curriculum
Expected Outcome(s)	The expected outcome is to increase the life skill knowledge that are going to be thought during the 25-week period. Also, to increase the number of participants to attend regularly group every week. As well to successfully the participants meet the requirements of probation by getting off probation.
Assessment Plan	Analyzing the data that is being collected after each session with the group feedback surveys. Evaluating the participants perspective on the feedback. To inquire with the participants on how to make the group lessons better on topics. Helping them with things that they challenge every day at home, school, work, and any other location. Creating a successful curriculum.

Benefits

There are several important benefits to the creating of a program manual. First, it will help the youth to expand their knowledge on different aspects of life, especially, when majority of these boys come from low income, single parents, trauma, or substance abuse households. Second, participants will be aware that there is a support system for them to rely on when going through crisis. Will learn that there is a network of people that they can turn to for support beyond just their parents (Patino, n.d., para. 1). They will understand that the group is a safe zone where no one is going to judge them for their appearance or for what they are going through. All the boys in the group can relate to each other and it is creating a trusting system between all of them.

Last, it will benefit the community to be more aware with at-risk and to helping them with their needs to be able take the right pathway. Coordinating services to youth can help improve outcomes and strengthen the support system for youth (Children's Bureau, 2019, para.

1). The community and YA will be able to have a better relationship when working with Probation Officers, when it comes to the probation kids. At times Probation believes that they have all the answers for the child but being able to communicate with the child's support system it gives a better sense on the actual needs. By creating the program manual, it will show dedication on leading the participants on the right track, understanding that the community, YA, Probation wants the best for them.

Implementation Method

Implementing the project by doing an evidence-based life skills curriculum. The first step would be to do research on different evidence-based life skills lessons. When gathering all the lessons, next would be developing a binder with the 25 weeks of curriculum. Before putting the binder together, have the mentor review the curriculum to receive feedback on the life skills that will be applied for the next 25 weeks of facilitating the group. The mentor's responsibility will be to sit in on all the group sessions to ensure everything is going according to plan. After each session, the mentor and facilitator will meet after for 30 minutes to debrief on what work for the group and what could have been done differently.

For the first week of group the participants will be given a pre-assessment and at the end of the 25 weeks they will be given a post-assessment. The pre-post assessments will help to determine the life skills that are being useful (see Appendix C and D). Also, at the end of each session a group meeting feedback worksheet that is a survey developed specifically for the GANAS group to collect data on participants thoughts about the lesson (see Appendix E). Data will be collected from the surveys will be collected for the 25-weeks of curriculum then be put into a google form to get the results of the workshop. The purpose is to see how effective the project was for the YA under the GANAS group and to discover ways to make improvements.

As noted in Appendix B, the project implementation process extended from July 2018 to December 2018. All the data was collected by the end of December 2018.

Participants

The participants of this project are youth who are in probation that are mandated by probation officers to attend the GANAS group once a week for an hour. The ages of the boys are from 12 to 18 years old. The number of participants will depend as the weeks ago, because most of the time only five to seven participants show up to group. Probation and Youth Alliance are responsible to keep reminding the boys about attending the GANAS group.

Resources

YA provides all the supplies and resources that are going to be used during group. If facilitator needs any additional supplies, they will just need to put in a request form and get it approved by the mentor. The organization will be responsible for the cost of supplies. Also, providing the location to held group for an hour and providing a meal for the GANAS group participants every week for them to have something to eat before starting the lesson.

Potential Challenges

A potential challenge will be getting the boys to participate during the group activities. The reason to believe it will be a problem is because most of them see themselves as machismo. Machismo a sexual behavior is a source of pride for males and men must prove their manliness by upholding their sexual dominance (Machismo Sexual Identity, n.d., para.1). Machismo means to be a tough guy who does not like to be told what to do. This can be a problem when two women are running the group and there is not a male role model running the group. Also, knowing that these boys are in the system and are known to be trouble makers they will act out during the GANAS group.

An obstacle that will face is lack of participation at the beginning of the 25-week sessions. The reason to believe this is because they are not familiar with the facilitator. Need to build trust before they start to open and participate. If not able to overcome the challenges, each participant individually what they would like to see happen in the GANAS group to make it feel like a safe zone for them and everyone else.

Micro and Macro Effects

Both the micro- and macro-level problems have an impact on the agency because it has to do with children/adolescents (see Appendix A). Youth Alliance primary focus is to have children/adolescents to become successful. It makes it difficult to make this happen when we have youth getting in trouble and being placed on probation. Having children walk in to the office having no support from parents or other peers. Feeling that they are alone in the community and their way out from feeling alone is to get affiliated with the wrong crowds. Especially, when parents at home are busy working to provide for the household. Also, many of the youth come from low-income populations with broken homes. Youth Alliance helps their clients to their full capacity, but it is a challenge. Especially, when getting the youth involve in community events. Youth who have been incarcerated do not feel motivated to help the community when people do not reach out to help them out in tough situations.

Causes or Risk Factors

There are three important risk factors associated with juvenile delinquency. The first risk factor relates to attachment to school. At-risk youth were targeted for school-related concerns including “low motivation” 4.3% or school performance 81% for poor school attendance, low grades, or “poor school behavior (Soung, McGill, Green, Ochoa, 2017). Children get labeled as being bad children that they began believing it and acting out. Especially, when students come

from a low socioeconomic status (SES) non-literacy-rich home environment, poor classroom instruction, or being an English language learner- the chances of reading difficulties increase (Butters, 2018, para. 3). Students start to lose desire of getting their education and put their focus on other interest. Instead, students focus on working long hours that they tend to do worse in school (Staff, Schulenberg, & Bachman, 2010, para. 2). Start spending less time working on homework and more engage on working. Students who are working over 20 hours per week it starts to reflect in their school performance by their grades dropping and have lower rates of high school graduation (Staff, Schulenberg, & Bachman, 2010, para. 2). That leads students to be placed on academic probation.

A second risk factor involves the lack of resources. The youth do not get the professionalism support from the staff at schools, probation, and groups (Swift, 2013, para.17). Instead, youth tend to rely on people who are not a good influence for support. Feeling the need that people who are gang affiliated truly care for them. At times, some youth don't know who to turn to for guidance when trying to achieve a goal to better themselves that decide to give up.

The third risk factor conclude with criminal behavior in the family. Children get easily influenced by following the intergenerational cycle of family members that are gang affiliated, criminals, and incarcerated. Children see it as being a normal thing to follow their family footsteps, even if it is not the correct thing. Many children who come from broken families tend to have a weaker sense of connection with other people because relying on family members who at times can be a bad influence (Fagan, n.d., para.1). Children tend to guide themselves to the wrong crowds of people that their family introduce them to. According to Fagan (n.d.), 10% increase in the percentage of children living in single-parent homes leads typically to a 17% increase in juvenile crime (para.2). Single parents tend to work multiple jobs to have enough

income coming in. The income that the single parent is making might be the only income that is sustaining the household. In 2002, twice as many single-parent families earned less than \$30,000 per year compared to families with two parents present (Davidson, 2019, para. 8). With the single parent it makes it difficult to provide for their children. According to Davidson (2019), in the single parent household that children are more likely to join a gang and twice as likely to go to jail (para.10). Children are known to be at risk when coming from a single-parent household.

Outcomes

An outcome would be to improve academic success for children to receive a better understanding of the importance of attending school daily. Students being held to high expectations, asking challenging questions, involving students in their learning, and explicitly modeling good reading habits, teachers can help all students improve their reading outcomes (Butters, 2018, para.5). Showing students that school will be challenging at times, but it will be rewarding in the end. Children will need to stay motivated to keep pushing to succeed in school with the support of their supporting system. Not feeling discouraged about them not being able to do the assignments that the teacher is requesting. Student being confident to ask for help from the teacher or tutor when being confused by the material.

Another outcome is having positive peer relationships with classmates. Enables peer leaders from different social groups deliver positive messages while empowering students to help friends (Shashank, 2012, para.4). Showing the importance that your background does not affect in making friends. In fact, it represents who you are as a person and who you want to be. The people that you choose to surround yourself with that influence you as a person.

A third outcome will be to develop a support system for the students to have a group of people who they can rely on when being stuck in a tough situation and need a support system in

place. Having the youth build bridges to adults who are pursuing paths that mirror the youth's passion (Shelterwood, 2018, para. 5). The youth will be influenced by the role model when pursuing their paths to a great future. While creating positive bonds with adults it reduces the amount of youth who go out to the streets looking for the support system that are not being received at home. Data from the U.S. Census Bureau and the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention show that youth confinement peaked in 1995, at 107,637 in confinement on a single day. Since then the number of youths confined has dropped nearly 37,000 to 79,792 (The Annie E. Casey Foundation, 2013, para. 3). Youth are receiving the support system that are needed to keep youth out of the detention center.

Project Results and Findings

When reviewing ten students participated in this activity and completed the pre/post test of these responding there was lots of positive feedback for only having ten participants. The youth where able to express themselves on how they felt about increasing life skills workshop that they were mandated to attend by probation. In the group meeting feedback worksheet survey, the group will complete the form after each workshop for the 25 weeks of curriculum. The final score was that 67% of participants said that they learned new personal daily skills compare to the 32% that didn't. Some of the participants took the activities more seriously than others. One of the questions was "the information presented at this group meeting will help me be a better person" and 72.7% mention yes and 27.3% said no. Overall 88% of the participants enjoyed the support group mandated to attend. Participants will like to continue learning more life skills to help them in the future.

Recommendations

After the project was completed on December 2018, mentor showed it to Diane, the executive director. She was impressed with the work that was done with the youth on probation that the agency sent the facilitator to two different three-day trainings in San Jose with the mentor. The trainings that the facilitator attended was to receive more skills when facilitating workshops. When facilitator returned from trainings, the agency asked the facilitator to lead the same probation group that they previously had for the 25-week curriculum. Being more prepared to facilitate a group with the training that was given. In the micro-level with youth not having the life skills to make adequate decisions, the agency should send the interns to trainings if they are going to be facilitating groups. It gives the interns a better perspective on what it takes to facilitate a group and have them be successful. To have the participants take something out of the workshops and not feel that it was a waste of time for them or the facilitator.

The evidence-based life skills curriculum relates to the broader macro-level with youth being incarcerated at a young age of 12 years old, because many of these kids are not receiving a support system. Youth are not being informed about the resources that are available to them when they are in need. Also, not knowing who to go ask for help when parents are unavailable. It all comes down to more knowledge of services provided by the community. Offering services at the Youth Alliance agency at no cost. The organization needs to do more outreach to the youth who are struggling and need of support services. Youth Alliance is well-known in Hollister and should try to reach out more to children/adolescent who are at-risk.

Conclusions and Personal Reflection

When I first started developing the capstone project I was not sure which direction I wanted to take for the project. I went through different binders that the office had in different

programs that are provided by the agency. I did not find a single binder on the GANAS program that I was working in. I knew that I was going to start facilitating the GANAS group during the summer. I decided that I would develop a program manual to provide life skills to the youth. To get the program manual started I did lots of MLO 1: Collaboration with my primary and secondary mentor to come up with the first couple of life skill lessons. As I started to come up with life skills lessons on my own I took charge in the MLO 7: Leadership. I started to do my research on the different life skills that the group will benefit from.

The MLO 12: Statistics and research methods was used by collecting data that was put in a google form. In the google form showed the percentage of the group's participation for each week. Also, the pre-test and post-test was added in a google form to collect data as well at the end of the implementation.

At the end of the implementation of my capstone project, I have developed MLO 8: Professional communication with the GANAS group. The group has got to know me and let me teach them life skills for an hour once a week. Developing the MLO 9: Professional development towards each group member without being rude to each other when sharing their opinions with certain lessons. Especially, when I am teaching the lesson I show them respect always even if we do not agree in certain topics.

There were times that a participant would distract another participant that was paying attention that it will create chaos from the other group members. So, it was a challenge to have all the participants stay focused during the lectures and activities. I did ask my mentor for support when I couldn't get the participants to focus. My mentor thought me techniques to get them to focus on the lecture. For example, by doing an activity that would get them to think about the question was being asked and they all had to share.

I felt that the five weeks that were spent about learning about teambuilding were useful for them in many ways. Especially, because many of the participants did not get along with each other. The five weeks, I provided activities that required them to work with partners or groups of three or four. I would randomly assign the groups and the participants would not be happy. They would refuse to work with the person assigned. I would explain to them that it was an activity and they needed to participate. I would say about 95% of the participants would give in and do the activity to get it over with. I would always have that one participant that would not budge in and just sit there and make negative remarks. So, I would partner up with them and have them do the activity with me. They were not thrilled about being partners with the facilitator, but knew they had no choice but to participate. Some of the activities that I did for teambuilding were helium stick, trust walk team building, strings attach to ankles together, and marshmallow challenge. The marshmallow challenge was the last activity that I did to conclude the five weeks of lectures that we did on team building. The participants really enjoyed the activity because they were challenged. For the last workshop of team building, I let the participants choose their own teams. I saw the difference from when I introduced the team building lecture to now. The participants paired up with other participants that they didn't talk to before. I felt that five weeks of team building was an accomplishment for majority of the participants. For the rest of the workshops I noticed that participants would start sharing more about wanting more knowledge on certain topics. So, at first it was a bumpy road for me to get the workshops going. Especially, when not having a bond with the participants. As time went on with the workshops, the participants became more engaging.

When I completed implementation on my capstone project I felt accomplished. I gained lots of different skills from the MLOs that I am going to be able to take with me anywhere that I go

work at. The most important thing that I gained from the capstone project besides building skills for my toolbox; is proving to the agency that I am an asset. I got hire after eight months that I began interning with Youth Alliance. I was their first intern to get hire before even completing my internship or receiving my bachelor's degree.

As mentioned, when I first began developing the curriculum it was a challenge for me. In top of all that, I used to be shy at public speaking. By doing the workshops it helped me to become self-confident when it came to public speaking. I was more assertive when I had to speak my mind about certain topics that I didn't agree with. I felt that I have grown so much in these past three semesters of doing internship. I feel more prepare and ready to graduate. I am more aware with the career paths that I would like to take and what needs to get done to get to that point. What I would remember about this capstone project in ten years is that I helped changed life's for youth who were in probation and needed that extra support to be successful.

My advice to the future CHHS student interns is to take advantage of the internship. Be more involved at your internship site and not be afraid to speak up. If you don't feel like you are getting the experience that you expected to not be afraid to tell the CHHS department about it. You deserve to get the most experience you can before going out to the real world. You might even get hire at your internship agency when you graduate.

References

ACLU. (2018). School-to-prison pipeline. Retrieved from <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline>

Botvin Life Skills Training. (n.d.). Evidence-based prevention. Retrieved from <https://www.lifeskillstraining.com/>

Butters, H. (2018). Improving reading outcomes for economically disadvantaged students. Retrieved from <https://www.edutopia.org/article/improving-reading-outcomes-economically-disadvantaged-students>

Centers for Disease Control and Protection (n.d.). Violence prevention: Prevention strategies. Retrieved from <https://www.cdc.gov/violenceprevention/youthviolence/prevention.html>

Children's Bureau. (2019). Cross-system collaboration to support youth involved with child welfare. Retrieved from <https://www.childwelfare.gov/topics/systemwide/youth/collaboration/>

Davidson, T. (2019). Common problems in single-parent families. Retrieved from <https://broken-promises.org/blog/2014/10/13/common-problems-in-single-parent-families/>

Fagan, P. F. (n.d.). Effects of family structure on crime. Retrieved from http://marripedia.org/effects_of_family_structure_on_crime

Kids data. (2019). Juvenile felony arrest rate. Retrieved from <https://www.kidsdata.org/topic/165/juvenilearrest-rate/trend#fmt=2332&loc=2,355&tf=1,84>

Machismo Sexual Identity. (n.d.). Retrieved from

https://web.stanford.edu/group/womenscourage/Repro_Latin/ekobash_HIVmachismo_Latin.html

Patino, E. (n.d.). 4 ways to help your child build a support network. Retried from

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/4-ways-to-help-your-child-build-a-support-network>

Shashank, J. (2012). High school confidential: Programs build support system for teens.

Retrieved from <https://healthier.stanfordchildrens.org/en/high-school-confidential-programs-build-support-system-for-teens/>

Shelterwood. (2018). How to help your teen build a support system. Retrieved from

<https://www.shelterwood.org/blog/help-your-teen-build-a-support-system/>

Soung, P., McGill, K., Green, J., & Ochoa, B. (2017). California' welfare and institutions code

section 236: *Pre-probation supervision of youth of color with no prior court or probation involvement*. Retrieved from <https://www.cdfca.org/wp-content/uploads/sites/4/2017/03/wic-236.pdf>

Staff, J., Schulenberg, J. E., & Bachman, J. G. (2010). Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2926992>

Swift, J. (2013). Lack of expertise, inadequate funding plaguing mental health delivery to

nation's juvenile justice system. Retrieved from <https://jjie.org/2013/07/22/lack-of-expertise-inadequate-funding-plaguing-mental-health-delivery-to-nations-juvenile-justice-system>

The Annie E. Casey Foundation. (2013). Reducing youth incarceration in the United States.

Retrieved from <https://www.aecf.org/resources/reducing-youth-incarceration-in-the-united-states/>

Youth Alliance. (2014). Who we are. Retrieved from <http://site.youthall.org/>

Youth voices in prevention. (n.d). Overview. Retrieved from

<http://www.youthvip.org/index.html>

Appendix A

Problem model graphic

Project Title: A Life Skill Workshop for Youth on Probation		
Problem Statement: The social problem that I am seeking to address is Juvenile Delinquency.		
Causes to agency problem: <ul style="list-style-type: none"> • No parent engagement • No structure with the program • Lack of adequate outreach 	Agency-specific “micro-level” problem addressed by project: Youth not having the life skills to make adequate decisions.	Consequences to agency: <ul style="list-style-type: none"> • No curriculum to teach Youth • Agency goals not met • Youth don’t feel safe zone to express themselves
Causes to broader health problem: <ul style="list-style-type: none"> • Parents working too much • Lack of emotional support • Lack of resources 	Broader “macro-level” health/social problem: Youth being incarcerated at a young age of 12 years old.	Consequences to society: <ul style="list-style-type: none"> • Parents are unaware of what their children are doing. • Children go looking for the emotional support from the wrong crowds. • Not being aware of services provided by the community.

Appendix B

Scope of Work and Timeline

Goal of the project	The goal of the project is to provide knowledge for the youth who are currently on probation to graduate from high school.
Primary Objective	The objective of the project is to get the participants to attend majority of the 25-week sessions.
Primary Activities	Before facilitating the 25-week sessions the program manual needs to be mostly completed by June 20, 2018. During the 25-week sessions, participants will be given a pre-post assessment and a group feedback worksheet every session to collect the data from each participant. After the implementation, all the data will get review that was collected throughout the 25-week period that will end December 17, 2018 and be able to determine if all the sessions were useful.
List Main Deliverables	The entire month of June 2018 will be focused on doing research on the different life skills activities for the sessions that is going to be presented to the group. Also, to consult with mentor about the activities.
Estimate Timeline	Started working on the program manual by the beginning of June 4, 2018. The last week of June 25-29, 2018 will be focused on developing a pre-post assessment. Begin implementing the project the first week of July 2, 2018. The first day of group July 2, 2018 the participants will take a pre-assessment. The evidence-based life skills curriculum will be completed and reviewed by mentor by the first week of August 2018. Every week that the group members take the group meeting feedback worksheet survey it will be logged in to a google form to keep data updated every week. To be able to see the progress of the group as the weeks go on.
Estimated Completion Dates	The capstone project will be completed and implemented by December 17, 2018. All the data received from the group meeting feedback worksheet will be updated on google sheets by December 18, 2018. The post-assessment will be completed by December 17, 2018 and will be reviewed December 18, 2018. The data that was collected on google forms from the surveys will be printed out and evaluated as the full complete 25 weeks lessons. Providing results of the progress of the group from when it began to when it ended for the semester.

Appendix C

Participant Pre-Assessment

1. Today's Date: ____/____/____
mm/dd/yy

2. Participant I.D. _____

3. What is your gender? ☐ 1. Female ☐ 2. Male
☐ 3. Gender non-conforming4. Do you identify with the LGBTQQI?
☐ 1. Yes ☐ 2. No

5. What is your age? _____ Years old

6. Who do you live with?

- ☐ 1. Mother ☐ 6. Foster Mother or Father
☐ 2. Father ☐ 7. Brothers and or sisters
☐ 3. Stepfather ☐ 8. Other relatives
☐ 4. Stepmother ☐ 9. Other _____
☐ 5. Grandfather or grandmother

7. Overall, how many people live with you? _____

8. Are you in a committed relationship? (Seeing or dating only one person) ☐ 0. No ☐ 1. Yes9. Are you in school? ☐ 0. No ☐ 1. Yes (what grade?)
☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th ☐ Higher

10. What do you think you will be doing after you finish high school?

- ☐ 1. Go to college ☐ 4. Go to college and work
☐ 2. Go to Work ☐ 5. Not sure
☐ 3. Join the military ☐ 6. Other (_____)

11. When people ask you about your race, ethnicity or culture what do you usually say? How do you identify yourself? _____

12. How important to you is belonging to this ethnic group?

- ☐ 1. Not at all ☐ 2. Somewhat ☐ 3. A lot ☐ 4. Very Important

13. How often have you thought your life would be better if you were part of another ethnic group?

- ☐ 1. Not at all ☐ 2. Rarely ☐ 3. Once in a while ☐ 4. A lot

14. Do you know where your parents were born?

- ☐ 0. Neither ☐ 1. Both ☐ 2. Mother only ☐ 3. Father only

15. Do you know where your grandparents were born?

- ☐ 0. None ☐ 1. One ☐ 2. Two ☐ 3. Three ☐ 4. Four

16. When you were growing up, what was the main language spoken in your home?

- ☐ 1. English ☐ 2. Spanish ☐ 3. English and Spanish ☐ 4. Other

17. In what language do you express yourself best?

- ☐ 1. English ☐ 2. Spanish ☐ 3. English and Spanish ☐ 4. Other

18. When you were growing up, how often did you go to church, temple or some other religious/spiritual ceremony?

- ☐ 1. Not at all ☐ 2. Once in a while ☐ 3. Often ☐ 4. Very Often

19. Currently, how often do you pray, meditate or engage in some kind of religious/spiritual practice?

- ☐ 1. Not at all ☐ 2. Once in a while ☐ 3. Often ☐ 4. Very Often

20. When you need help with a problem, whom do you usually talk to first?

- ☐ 1. Friend my age ☐ 4. Older relative
☐ 2. Older Friend ☐ 5. Someone else (Who _____)
☐ 3. Relative my age ☐ 6. Nobody

21. Is there an adult in your life that you trust enough to discuss a personal problem? ☐ 0. No ☐ 1. Yes (Who?)

- ☐ 1. Mother/Stepmom ☐ 5. Coach/teacher/school staff
☐ 2. Father/stepdad ☐ 6. A friend
☐ 3. Brothers and or sisters ☐ 7. Someone from church
☐ 4. Other relative ☐ 8. Someone else

22. Are you working?

- ☐ 1. No and not looking for work ☐ 3. Yes, Part time
☐ 2. No, but looking for work ☐ 4. Yes, Full time

23. How important is having work to you?

- ☐ 1. Not at all ☐ 2. A little ☐ 3. Some ☐ 4. A lot

24a. Has any close family member or friend ever been involved with the juvenile justice system?

- ☐ 0. No ☐ 3. Yes, Placed on Probation
☐ 1. Yes, Arrested ☐ 4. Yes, Sent to Out-of-Home placement
☐ 2. Yes, Sent to Diversion ☐ 5. Yes, Detained

24b. Have you ever been involved with the juvenile justice system?	<input type="radio"/> 0. No (<i>Skip to Q29</i>)	<input type="radio"/> 3. Yes, Placed on Probation
	<input type="radio"/> 1. Yes, Arrested	<input type="radio"/> 4. Yes, Sent to Out-of-Home placement
	<input type="radio"/> 2. Yes, Sent to Diversion	<input type="radio"/> 5. Yes, Detained

25. Have you ever been in detention?	<input type="radio"/> 1. Never been (<i>Skip to Q29</i>) <input type="radio"/> 2. In the past, not now (<i>Continue with Q26</i>) <input type="radio"/> 3. In detention now (<i>Continue with Q26</i>)			
	Completely Agree	Agree	Disagree	Completely Disagree
26. I did not deserve to be in detention.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
27. Detention is OK because I know people there.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
28. Being locked up is not that bad.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

29. The following questions are about behavior. Please read each behavior and tell us how often this has happened in the last 30 days.	Very often (several times a day)	Often (Once a day)	Once a while (3 or 4 times a week)	Never or less than once a week
a. Smoked cigarettes	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. Drank beer, liquor or any form of alcohol (<i>not how many drinks, but separate times that you drank</i>)	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. Done a craft like beadwork, woodwork, painting or drawing	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. Volunteered or helped out at school, other club or group	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. Taken care of your younger brothers or sisters	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. Smoked weed	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Wrote a poem, song or in a journal	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. Called a girl or woman a disrespectful name (<i>ho, bitch, etc.</i>)	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

30. The following statements have to do with caring. Please tell us how much you agree with the following statements.	Completely Agree	Agree	Disagree	Completely Disagree
a. There are people I can depend on to help me if I really need it.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. There is not an adult I can turn to for guidance in times of stress.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. If something went wrong, no one would come to my assistance.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. There is no one I can depend on for help if I really need it.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. There are people I can count on in an emergency.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. There is a special person in my life that cares about my feelings.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. I can only trust friends my age.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. I don't trust my parents.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. I know how to take care of myself	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. I can handle pressure well	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. I know when to ask for help	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I am comfortable asking for help	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. I express myself with confidence	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
n. It is easy for me to tell loved ones that I care for them	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

Participant I.D. _____

31. The following questions have to do with relationships with friends and partners. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. Violence between dating partners can improve the relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. People who make their partner jealous on purpose deserve to be hit.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. A person angry enough to hit their partner must love them very much.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. There are times when violence between dating partners is okay.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. Sometimes violence is the only way to express your feelings.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. Some couples must use violence to solve their problems.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Violence between dating partners is a personal matter and people should not interfere	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. When a girl hits a boy it's not as bad as a boy hitting a girl.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. It's ok for partners to expect sex with when there is no commitment or relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. Being called names is ok.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. It's ok when one person makes decisions for both in a relationship.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I will feel complete only if I have a romantic relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. Having children is very important to me	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

32. The following questions are about attitudes about people in general. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. The problems of other people don't really bother me.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. If I was mean to someone, I would feel bad about it later.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. If I knew for sure I wouldn't get caught, I would probably steal something that I really wanted.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. Telling a lie makes me feel uncomfortable.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. I can do something positive for someone.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. People can make their community a better place	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Being tolerant of other people is important	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. I get along with most people	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. It is important to keep your word (<i>palabra</i>) with others	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. I usually think about consequences before acting	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. I need to be involved in more positive activities	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I think respecting others is important	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. If I say I will do something, I will do it for sure	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
n. Being a good friend is important to me	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

Today's Date: ____/____/____
mm/dd/yy

Participant I.D. _____

33. Read the questions below. Check the box if this has happened in the last 30 days. If it has happened, tell us about how many times. If you can't remember exactly, then tell us about how many times.	Has happened in	About how many times?
a. Ditched a class or the whole school day	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
b. Got into an argument with a teacher or other adult at school	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
c. Was suspended or expelled from school	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
d. Yelled or raised my voice to someone close to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
e. Had a good discussion with your mom or dad (guardian/step parent)	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
f. Threw or broke something because you were mad	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
g. Hit, pushed or got into a physical fight with someone	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
h. Walked away from a fight	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
i. Tagged or painted a public wall or building	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
j. Picked on someone younger than you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
k. Turned down beer or other alcoholic drink that was offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
l. Took something that did not belong to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
m. Turned down cigarettes that were offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
n. Turned down weed that was offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
o. Had sex without a condom	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
p. Lied to someone close to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
q. Did something with your friends that you really did not want to do	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
r. Have had alcohol or used drugs with people you didn't know.	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____

34. The following statements are about the future. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. When I grow up, I think I will be happier than I am now.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. I don't think I will have any real fun when I grow up.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. I will have more good times than bad times.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. I know that I will become a teen parent.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. I don't know what I want for my future	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. I just can't stay out of trouble	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

35. How much do you believe that **GANAS** will affect your life?

- ☐ 4. A lot
☐ 3. Some
☐ 2. Not much
☐ 1. Little or nothing

Thank you Very Much for your Help!

Appendix D

Participant Post-Assessment

1. Today's Date: ____/____/____
mm/dd/yy

2. Participant I.D. _____

<p>3. Are you in a committed relationship? (<i>Seeing or dating only one person</i>) <input type="radio"/> 0. No <input type="radio"/> 1. Yes</p> <p>4. Are you in school? <input type="radio"/> 0. No <input type="radio"/> 1. Yes</p> <p>5. What do you think you will be doing after you finish high school? <input type="radio"/> 1. Go to college <input type="radio"/> 4. Go to college and work <input type="radio"/> 2. Go to Work <input type="radio"/> 5. Not sure <input type="radio"/> 3. Join the military <input type="radio"/> 6. Other (_____)</p> <p>6. When people ask you about your race, ethnicity or culture what do you usually say? How do you identify yourself? _____</p> <p>7. How important to you is belonging to this ethnic group? <input type="radio"/> 1. Not at all <input type="radio"/> 2. Somewhat <input type="radio"/> 3. A lot <input type="radio"/> 4. Very Important</p> <p>8. How often have you thought your life would be better if you were part of another ethnic group? <input type="radio"/> 1. Not at all <input type="radio"/> 2. Rarely <input type="radio"/> 3. Once in a while <input type="radio"/> 4. A lot</p> <p>9. Do you know where your parents were born? <input type="radio"/> 0. Neither <input type="radio"/> 1. Both <input type="radio"/> 2. Mother only <input type="radio"/> 3. Father only</p> <p>10. Do you know where your grandparents were born? <input type="radio"/> 0. None <input type="radio"/> 1. One <input type="radio"/> 2. Two <input type="radio"/> 3. Three <input type="radio"/> 4. Four</p>	<p>11. When you were growing up, what was the main language spoken in your home? <input type="radio"/> 1. English <input type="radio"/> 2. Spanish <input type="radio"/> 3. English and Spanish <input type="radio"/> 4. Other</p> <p>12. In what language do you express yourself <u>best</u>? <input type="radio"/> 1. English <input type="radio"/> 2. Spanish <input type="radio"/> 3. English and Spanish <input type="radio"/> 4. Other</p> <p>13. Currently, how often do you pray, meditate or engage in some kind of religious/spiritual practice? <input type="radio"/> 1. Not at all <input type="radio"/> 2. Once in a while <input type="radio"/> 3. Often <input type="radio"/> 4. Very Often</p> <p>14. When you need help with a problem, whom do you usually to talk to <u>first</u>? 1. <input type="radio"/> Friend my age <input type="radio"/> 4. Older relative 2. <input type="radio"/> Older Friend <input type="radio"/> 5. Someone else (Who _____) 3. <input type="radio"/> Relative my age <input type="radio"/> 3. Nobody</p> <p>15. Is there an adult in your life that you trust enough to discuss a personal problem? <input type="radio"/> 0. No <input type="radio"/> 1. Yes (Who?) 1. <input type="radio"/> Mother/Stepmom <input type="radio"/> 5. Coach/teacher/school staff 2. <input type="radio"/> Father/stepdad <input type="radio"/> 6. A friend 3. <input type="radio"/> Brothers and or sisters <input type="radio"/> 7. Someone from church 4. <input type="radio"/> Other relative <input type="radio"/> 8. Someone else</p> <p>16. Are you working? <input type="radio"/> 1. No and not looking for work <input type="radio"/> 3. Yes, Part time <input type="radio"/> 2. No, but looking for work <input type="radio"/> 4. Yes, Full time</p> <p>17. How important is having work to you? <input type="radio"/> 1. Not at all <input type="radio"/> 2. A little <input type="radio"/> 3. Some <input type="radio"/> 4. A lot</p>
--	--

18. The following questions are about behavior. Please read each behavior and tell us how often this has happened in the last 30 days.	Very often (several times a day)	Often (Once a day)	Once a while (3 or 4 times a week)	Never or less than once a week
a. Smoked cigarettes	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. Drank beer, liquor or any form of alcohol (<i>not how many drinks, but separate times that you drank</i>)	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. Done a craft like beadwork, woodwork, painting or drawing	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. Volunteered or helped out at school, other club or group	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. Taken care of your younger brothers or sisters	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. Smoked weed	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Wrote a poem, song or in a journal	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. Called a girl or woman a disrespectful name (<i>ho, bitch, etc.</i>)	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

Today's Date: ____/____/____
 mm/dd/yy

Participant I.D. _____

19. The following statements have to do with caring. Please tell us how much you agree with the following statements.	Completely Agree	Agree	Disagree	Completely Disagree
a. There are people I can depend on to help me if I really need it.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. There is not an adult I can turn to for guidance in times of stress.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. If something went wrong, no one would come to my assistance.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. There is no one I can depend on for help if I really need it.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. There are people I can count on in an emergency.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. There is a special person in my life that cares about my feelings.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. I can only trust friends my age.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. I don't trust my parents.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. I know how to take care of myself	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. I can handle pressure well	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. I know when to ask for help	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I am comfortable asking for help	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. I express myself with confidence	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
n. It is easy for me to tell loved ones that I care for them	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

20. The following questions have to do with relationships with friends and partners. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. Violence between dating partners can improve the relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. People who make their partner jealous on purpose deserve to be hit.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. A person angry enough to hit their partner must love them very much.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. There are times when violence between dating partners is okay.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. Sometimes violence is the only way to express your feelings.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. Some couples must use violence to solve their problems.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Violence between dating partners is a personal matter and people should not interfere	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. When a girl hits a boy it's not as bad as a boy hitting a girl.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. It's ok for partners to expect sex with when there is no commitment or relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. Being called names is ok.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. It's ok when one person makes decisions for both in a relationship.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I will feel complete only if I have a romantic relationship	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. Having children is very important to me	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

Today's Date: ____/____/____
 mm/dd/yy

Participant I.D. _____

21. The following questions are about attitudes about people in general. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. The problems of other people don't really bother me.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. If I was mean to someone, I would feel bad about it later.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. If I knew for sure I wouldn't get caught, I would probably steal something that I really wanted.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. Telling a lie makes me feel uncomfortable.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. I can do something positive for someone.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. People can make their community a better place	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
g. Being tolerant of other people is important	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
h. I get along with most people	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
i. It is important to keep your word (<i>palabra</i>) with others	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
j. I usually think about consequences before acting	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
k. I need to be involved in more positive activities	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
l. I think respecting others is important	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
m. If I say I will do something, I will do it for sure	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
n. Being a good friend is important to me	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

22. Read the questions below. Check the box if this has happened in the last 30 days. If it has happened, tell us about how many times. If you can't remember exactly, then tell us about how many times.	Has happened in	About how many times?
a. Ditched a class or the whole school day	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
b. Got into an argument with a teacher or other adult at school	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
c. Was suspended or expelled from school	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
d. Yelled or raised my voice to someone close to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
e. Had a good discussion with your mom or dad (guardian/step parent)	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
f. Threw or broke something because you were mad	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
g. Hit, pushed or got into a physical fight with someone	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
h. Walked away from a fight	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
i. Tagged or painted a public wall or building	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
j. Picked on someone younger than you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
k. Turned down beer or other alcoholic drink that was offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
l. Took something that did not belong to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
m. Turned down cigarettes that were offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
n. Turned down weed that was offered to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
o. Had sex without a condom	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
p. Lied to someone close to you	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
q. Did something with your friends that you really did not want to do	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____
r. Have had alcohol or used drugs with people you didn't know.	0. <input type="radio"/> No 1. <input type="radio"/> Yes	_____

Today's Date: ____/____/____
mm/dd/yy

Participant I.D. _____

23. The following statements are about the future. Please tell us how much you agree with the following statements.	Completely agree	Agree	Disagree	Completely Disagree
a. When I grow up, I think I will be happier than I am now.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
b. I don't think I will have any real fun when I grow up.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
c. I will have more good times than bad times.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
d. I know that I will become a teen parent.	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
e. I don't know what I want for my future	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.
f. I just can't stay out of trouble	<input type="radio"/> 4.	<input type="radio"/> 3.	<input type="radio"/> 2.	<input type="radio"/> 1.

24. How much did participating in **GANAS** affect your life? ☐ 4. A lot ☐ 3. Some ☐ 2. Not much ☐ 1. Little or nothing

25. How did participating in **GANAS** affect your life? (Think about your relationships, attitudes and behaviors)

26. What did you like the most about participating in **GANAS**?

27. What did you like the least about **GANAS**?

28. Is there anything else about **GANAS** that you would like to add?

Thank you Very Much for your Help!

Appendix E

Group meeting feedback worksheet

GANAS

Guiding And Navigating to Achieve Success

GROUP MEETING FEEDBACK

Please fill out this form and drop it in the feedback basket.

Date of meeting: _____

Group meeting title: _____

For the following statement, please check the box that most closely describes your experience.	Yes	No
This group meeting was organized and the information was easy to understand.		
I learned new personal daily skills at this group.		
This information presented at this group meeting will help me be a better person.		
I enjoyed this support group.		

Did you face any challenges in attending support group today?

Do you have any suggestions for how we could make group meeting more useful for you and the group members?

Additional Comments: